

Goal 4

Regional [comprehensive] universities, with at least one nationally recognized program of distinction or one nationally recognized applied research program, working cooperatively with other postsecondary institutions to assure statewide access to baccalaureate and master's degrees of a quality at or above the national average

Kentucky's six comprehensive universities play a vital role in the educational attainment of Kentucky's citizens. Progress on Council and institutional goals for 2002-03 is discussed for each of the comprehensive universities, as well as initiatives planned for next year. Goals for these indicators were established by the Council in consultation with the institutions. Highlights of the programs of distinction are provided, but more detail can be obtained from the 2002 POD annual reports, available from the Council or the individual institutions.

Eastern Kentucky University

CPE Key Indicators of Progress

EKU met its performance goals for:

- Graduate enrollment, which increased from 1,890 in 2001 to 2,195 in 2002.
- The six-year graduation rate of bachelor's degree students, which despite decreasing from 37.2 percent in 2001 to 33.1 percent in 2002, remained above the goal.
- Research and public service expenditures per full-time faculty (based on a three-year average), which increased from \$31,388 in 2001 to \$40,306 in 2002.

EKU did not meet its performance goals for:

- Undergraduate enrollment, which despite increasing from 13,023 in 2001 to 13,053 in 2002, remained below the goal.
- The retention rate of first-time freshmen, which decreased from 73.4 percent in 2001 to 72.7 percent in 2002.
- The number of community and technical college transfers to Eastern, which decreased from 408 in 2001 to 392 in 2002.
- The five-year graduation rate of transfer students (based on a three-year average), which decreased from 52.7 percent in 2001 to 51.9 percent in 2002.

According to the Council's 2001 Undergraduate Alumni Survey:

- 82 percent of undergraduate alumni were satisfied with instruction and faculty.
- 67 percent were satisfied with academic and student services.
- 71 percent were satisfied with their preparation for work.
- 59 percent "definitely would recommend" EKU to a friend.
- An average of 57 percent regularly participate in volunteer, charitable, or civic activities.

**According to the 2001 National Survey of Student Engagement
(which assesses undergraduate student experience):**

- First-year students scored Eastern higher than predicted on three of five benchmarks—"level of academic challenge," "student interactions with faculty members," and "enriching educational experiences"—and lower than predicted on "supportive campus environment" and "active and collaborative learning."
- Seniors scored ECU higher than predicted on all five benchmarks.
- 18 percent of first-year students and 42 percent of seniors participated in a community-based project as part of a regular course.
- 44 percent of first-year students and 52 percent of seniors reported participating in volunteer work outside of class.

- 26 percent of first-year students and 46 percent of seniors reported that their college experience contributed to their knowledge, skills, and personal development in contributing to the welfare of the community.
- 29 percent of first-year students and 33 percent of seniors reported that their experiences at Eastern contributed to the development of their voting behavior.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2001-02, Eastern showed continuous progress in four of eight objectives, qualifying for qualitative waiver status (i.e., new degree programs had to be implemented under the waiver provisions during 2003). Performance for 2002-03 will not be available until January 2004.

Additional Institutional Measures

The EKU board of regents adopted a 2003-06 strategic plan, *Moving Forward Together*, that contained the following mission statement: "Eastern Kentucky University will be a leading comprehensive university in the Commonwealth of Kentucky, earning national distinction, where students come first."

To fulfill this mission and address the Council's indicators of progress, six EKU goals were developed. These goals were informed by a comprehensive performance evaluation and a review of Eastern's internal and external environments. Currently, Eastern is revising a comprehensive planning and evaluation process for quality enhancement that (1) provides for annual departmental/unit plans; (2) updates key indicator goals every three years; (3) links results to decisions about facilities, maintenance, technology, and budget; and (4) communicates institutional progress in an annual feedback report.

For the 2003-06 strategic plan, 51 performance indicators are being assessed. Eastern also relies on the Council's indicators of progress to gauge advancement toward Goal 4 in HB 1. The quality of baccalaureate and master's programs are assessed through the program review process and select student outcomes. Additional indicators focus on the number of specific transfer agreements, 2+2 programs, and partnerships with other postsecondary institutions; Eastern currently has a total of 26 such agreements. Other measures include the Graduating Senior Survey, EKU Alumni

The EKU board of regents adopted a 2003-06 strategic plan, Moving Forward Together, that contained the following mission statement: "Eastern Kentucky University will be a leading comprehensive university in the Commonwealth of Kentucky, earning national distinction, where students come first."

Survey, Collegiate Assessment of Academic Proficiency, University Writing Requirement, and ECU Climate Survey.

A number of Eastern's measures focus specifically on increasing the number of students who matriculate from counties within its service region, which historically trails the rest of the state in educational attainment. From 1997-2002, Eastern has increased enrollment from its service region by 8 percent, from 7,495 to 8,099.

Program of Distinction

The College of Justice and Safety has served as a Commonwealth Program of Distinction for more than five years. Recently, several initiatives were established to facilitate a student's transfer from a community or technical college into this program, without loss of course credits. They include an associate of science degree in criminal justice at Somerset Community College that transfers to the ECU justice and safety program; an applied associate degree at Prestonsburg Community College that transfers to the ECU law enforcement program; and an applied associate degree in criminal justice at Hazard Community College that transfers to the ECU bachelor of science in criminal justice. Other significant accomplishments in 2002-03 include:

- The College of Justice and Safety led other colleges at ECU in obtaining federal, state, and private external funding for research, public service, and teaching endeavors: 26 awards in 2002-03 totaling over \$29.5 million.
- Several conferences and workshops were hosted by ECU, including an international conference focused on the academic field of police studies June 12-14, 2003. Forty-five police studies experts joined ECU faculty, staff, and graduate students for a "status check" on the police studies field. There were participants from across the U.S. and 16 different countries.
- The college worked with 53 local, state, and federal agencies and institutions on extensive, ongoing collaborations.
- Over 40 manuscripts were accepted for publication.

Next year, a new advisory board representing all facets of justice and safety will be established. Also, the college will expand distance learning initiatives and

The College of Justice and Safety led other colleges at ECU in obtaining federal, state, and private external funding for research, public service, and teaching endeavors: 26 awards in 2002-03 totaling over \$29.5 million.

collaboration at international levels and enhance its recruitment efforts, with special emphasis on attracting minority and female students and faculty.

Collaborative Programs and Initiatives

To improve access and enhance quality, Eastern has developed a number of cooperative programs and initiatives. Eastern's collaborative programs are displayed in the chart on page 134. Other community and statewide partnerships and initiatives during the 2002-03 academic year include:

- From fall 2001 through spring 2003, Eastern offered 269 courses and served 2,517 students through the Kentucky Virtual University.
- The University Center of the Mountains is a partnership of postsecondary institutions that gives Eastern Kentucky residents an opportunity to earn undergraduate and graduate degrees and professional certifications that address economic and workforce needs and community development. Partnering institutions include Hazard Community and Technical College and Morehead State University.
- Several initiatives have been implemented to expand credit course offerings to students at extended campuses in Corbin, Danville, and Manchester.
- The Department of Baccalaureate and Graduate Nursing in the ECU College of Health Sciences has increased its course offerings at Hazard and Southeast Community College through a grant from the federal government.
- ECU is one of nine postsecondary partners in a five-year, \$22 million National Science Foundation initiative (Appalachian Mathematics and Science Partnership Grant) to enhance the teaching and learning of P-12 mathematics and science in 51 Appalachian school districts.
- ECU is the recipient of a three-year, \$1.3 million National Science Foundation initiative (Enhancing Inquiry-Based Science in Math in Appalachian Middle Schools) to improve the teaching of science and math through the development and application of an inquiry-based discipline.
- ECU has established an agreement with Hazard Community College to offer a bachelor's degree in social work.

- EKU is collaborating with the Kentucky Office for the New Economy through housing the Eastern Innovation Regional Headquarters and Innovation Commercialization Center and operating satellite innovation centers, and through initiating homeland security partnerships and projects.
- The EKU Professional Education Fellows Program includes 61 fellows from the colleges and library who partner with school districts. For example, library staff assisted a school district in securing over \$215,000 in grants for library improvement.

Next year, Eastern will focus on improving enrollment, transfer, and graduation rates, as well as performance on EEO goals.

Major Initiatives for Next Year

Some of next year's most significant initiatives focus on improving enrollment, transfer, and graduation rates, as well as performance on EEO goals, which are areas of concern for Eastern.

To increase undergraduate and graduate enrollment, Eastern will:

- Enhance recruitment efforts and programs, including college fairs and career day programs (over 300 events in 2002-03), high school visits and receptions (over 400 in 2002-03), EKU Spotlight Days (campus preview programs for prospective students) across the state (over 3,500 participants in 2002-03), and campus visits (over 2,500 visitors in 2002-03).
- Hire a recruitment specialist in the University Diversity Office and increase personal interaction with recruits.
- Increase the number of courses and programs available through KYVU, and expand the availability of weekend and evening courses to better serve students in the region, including adults, using all available technology.
- Enhance Eastern's marketing and recruitment publications and implement an integrated marketing communications plan. An internal electronic newsletter on enrollment issues will help raise awareness across campus of current recruitment activities and objectives.
- Enhance facilities by completing construction projects. Two new buildings will provide effective programs to enhance students' university experience.

The new building for the recently accredited College of Business will offer facilities and technology required by current and future pedagogies. The new Health Education Center will promote healthy lifestyles through programming in a facility that includes cardiovascular and weight training facilities, aerobic training and teaching areas, a multi-purpose area (basketball and volleyball), and an indoor track.

To increase the number of transfers, Eastern will:

- Continue to participate in the statewide Course Applicability System and remain active on committees to better understand transfer issues in Kentucky.
- Work cooperatively with community colleges and independent institutions within the service region to develop more transfer agreements and partnerships.
- Hire a full-time transfer counselor and an assistant to evaluate transfer credits.
- Host transfer road shows to raise awareness of available options and tools that make transfer easier.
- Implement a transfer scholarship program to attract the best and brightest transfer students.

To improve the one-year retention rate of first-time freshmen, Eastern will:

- Enhance first-year retention programs, such as new student days, orientation classes, the Weaver Tutoring and Enrichment Center, the PLUS Mentoring Program, the First Steps to College Success Summer Bridge Program, the Academic Advising and Early Alert Program, Steps to Success, Life Skills Program, and FRESH TIPS—Freshmen Receiving Educational and Social Help Towards Improving Potential Success (for first-year and transfer minority students).
- Expand first-year programs to residence halls and create better linkages between academic programs and resident life through enhanced living/learning communities for both first-year and upper-level students.

- Develop retention efforts within academic departments. For example, the English department recently provided reassigned time for a faculty member to oversee student success activities in freshmen English classes.
- Participate in the American Democracy Project to prepare Kentuckians for life and work, and implement the LINKED program—Leaders Involved in Influencing Knowledge, Education, and Development, a student involvement and leadership program for first-year students, and develop and implement a comprehensive plan for minority student retention.

To increase graduation rates, Eastern will:

- Develop a seamless admission, registration, and advising model.
- Establish an early intervention program dealing with academic and personal issues.
- Establish a certification program for tutors and hire staff to provide one-on-one mentoring and tutoring.
- Expand student services at extended campus sites.
- Improve the retention of upper-level students in programs with low graduation rates.

To promote and support diversity, Eastern will:

- Continue the Diversity Faculty Recruitment and Retention Incentive Plan to hire more diverse faculty and staff.
- Enhance diversity scholarships for students, establish scholarships for children of prisoners, and create graduate assistantships for academic colleges for African-American Kentucky resident students.
- Continue to award Joanne Glasser Diversity Scholarships, Dr. Rodney Gross Scholarships, and MERR Scholarships.
- Implement the Ronald E. McNair Post-Baccalaureate Degree Program, one of six TRIO funded projects of the U.S. Department of Education. The goal of the program is to prepare students from under-represented segments in society to apply for doctoral programs.

- Develop, implement, and enhance services and programs directed toward retention and support of a diverse student body, such as an Office of Multicultural Student Affairs, a Black Graduate Student Association with national affiliations, Students Persisting in the College Environment mentoring program, historically black fraternities and sororities association, and a Zero Tolerance Program.
- Implement themes of diversity across the curriculum; enhance programs in African/African-American Studies, Women's Studies, and Appalachian Studies; and develop a Center of Race, Gender, and Culture Studies to integrate these programs.
- Participate in events, such as the Governor's Minority Student College Preparation Program (*It Takes a Village to Raise a Child*), Louisville Defender Minority Consumer Expo, Academically Proficient African-American High School Senior Conference, ECU College of Education Diversity Conference, YMCA Black Achievers, Louisville Urban League, and the Power Hour Workshop.

In 2003-04, ECU will launch its first-ever capital campaign, one of the top priorities of the ECU board of regents.

To increase net external funding, Eastern will:

- Launch ECU's first-ever capital campaign, one of the top priorities of the ECU board of regents. As the former executive vice president for institutional advancement at Towson University, President Glasser will focus even more on her responsibility to increase private funding for the campus in order to avoid tuition increases and diminished quality of services during tough economic times.
- Engage as many of ECU's nearly 90,000 alumni as possible. From October 2003 to April 2004, the Office of University Advancement will host alumni events in Louisville, northern Kentucky, Lexington, Danville, Corbin, London, Pikeville, Chicago, Philadelphia, Dayton, Columbus, Cincinnati, Atlanta, Nashville, Orlando, Tampa/St. Petersburg, and Ft. Meyers/Naples.
- Build the Sponsored Programs, Grants, and Contracts Office and increase the number of grant proposals submitted and funded.

- Develop and enhance the outreach efforts of the Small Business Development Center; the Center for Economic Development, Entrepreneurship, and Technology; the Justice and Safety Center; the Training and Resource Center; and other ECU centers and programs.
- Pursue and implement initiatives with the Kentucky Office for the New Economy through hosting the Eastern Innovation Regional Headquarters and the Innovation Commercialization Center and the operation of the Satellite Innovation Centers, and directing statewide safety and security initiatives.

Kentucky State University

CPE Key Indicators of Progress

KSU met its performance goals for:

- The number of community and technical college transfers, which despite decreasing from 19 in 2001 to 17 in 2002, remained above the goal.
- Research and public service expenditures per full-time faculty (three-year average), which increased from \$49,987 in 2001 to \$51,323 in 2002.

KSU did not meet its performance goals for:

- Undergraduate enrollment, which decreased from 2,165 in 2001 to 2,107 in 2002.
- Graduate enrollment, which decreased from 149 in 2001 to 146 in 2002.
- The retention rate of first-time freshmen, which decreased from 76.2 percent in 2001 to 62.3 percent in 2002.
- The six-year graduation rate of bachelor's degree students, which decreased from 33.5 percent in 2001 to 27.2 percent in 2002.
- Because of small cohort sizes, no performance goal has been established for the graduation rate of transfer students at KSU.

According to the Council's 2001 Undergraduate Alumni Survey:

- 74 percent of KSU alumni were satisfied with instruction and faculty.
- 59 percent were satisfied with academic and student services.

- 67 percent were satisfied with their preparation for work.
- 37 percent “definitely would recommend” KSU to a friend.
- An average of 59 percent regularly participate in volunteer, charitable, or civic activities.

**According to the 2001 National Survey of Student Engagement
(which assesses undergraduate student experience):**

- First-year students scored KSU higher than predicted on four of five benchmarks—“level of academic challenge,” “active and collaborative learning,” “student interactions with faculty members,” and “enriching educational experiences”—and lower than predicted on “supportive campus environment.”
- Seniors scored KSU higher than predicted on three of five benchmarks—“student interactions with faculty members,” “enriching educational experiences,” and “supportive campus environment”—and lower than predicted on the remaining two.
- 42 percent of first-year students and 40 percent of seniors participated in a community-based project as part of a regular course.
- 56 percent of first-year students and 72 percent of seniors reported participating in volunteer work outside of class.
- 27 percent of first-year students and 56 percent of seniors reported that their college experience contributed to their knowledge, skills, and personal development in contributing to the welfare of the community.
- 39 percent of both first-year and seniors reported that their experiences at KSU contributed to the development of their voting behavior.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2001-02, KSU showed continuous progress in seven of seven objectives, qualifying for automatic eligibility status (i.e., KSU was automatically eligible to add new degree programs during 2003). Performance for 2002-03 will not be available until January 2004.

Additional Institutional Measures

The following represent additional indicators by which KSU measures its progress toward the goals of HB 1:

- In 2002, 69 percent of education majors who took the PRAXIS II (teacher certification exam) passed, and 84 percent of prospective nursing associates passed the nursing licensure examination.
- Since fall 2002, a total of 12 baccalaureate and two associate degree programs have been eliminated because of low productivity.
- A "Rising Junior Assessment" (RJA) is administered to a sample of students with 60 hours of collegiate level credits to determine if they have acquired a quality liberal arts or general education. In fall 2002, 87 of 109 students who took RJA passed, for a pass rate of 79.8 percent.
- KSU administers student surveys to measure satisfaction with services each fall and spring semester. A goal of 90 percent was set for 31 services or service areas. Services with low satisfaction ratings over ten survey periods, and those with declining ratings, are given special attention by unit administrators. In spring 2003, ratings ranged from a low of 56.4 percent (dormitory maintenance) to a high of 88.9 percent (health services).
- Students filled out a survey that enabled KSU to improve its registration process. A goal of 90 percent was set for each service provided. Students' satisfaction increased on 11 of 20 questions included in the survey. Eight of the registration functions received an overall satisfaction rating of 90 percent or higher.

In 2002, 69 percent of KSU education majors who took the PRAXIS II (teacher certification exam) passed, and 84 percent of prospective nursing associates passed the nursing licensure examination.

Program of Distinction

KSU's aquaculture program has statewide responsibility for all aspects of aquaculture in Kentucky (KRS 260.039). Production acreage in Kentucky continues to increase; a recent assessment report by the VanErden Group, commissioned by the Governor's Office of Agricultural Policy, found that annual income for aquaculture in

Kentucky could readily exceed \$15 million with proper support for expansion, diversification, and technical assistance. Highlights in 2002-03 include:

- A new faculty position focused on aquaculture genetics. As many universities offering an aquaculture curriculum do not offer fish genetics, KSU recently created an Internet course for U.S. and international students. Twenty students from six states and three countries are currently enrolled.
- Twenty-five refereed journal articles were published or accepted in 2002-03, as well as eight book chapters and 56 scientific abstracts. Fourteen of the journal articles had student authors or co-authors, as did 29 of the published abstracts. Graduate and undergraduate students received seven research awards.
- Kentucky's preeminence in aquaculture led to Louisville's successful bid to host the 2003 national aquaculture conference. KSU provided a webcast of its 29 faculty and staff presentations.
- A national Telly Award was presented to the aquaculture program for an informational videotape designed for prawn farmers. That videotape, along with a complementary print guide, has been distributed to farmers in 41 states and 18 foreign countries via the web.

A recent assessment report by the VanErden Group, commissioned by the Governor's Office of Agricultural Policy, found that annual income for aquaculture in Kentucky could readily exceed \$15 million with proper support for expansion, diversification, and technical assistance.

Collaborative Programs and Initiatives

Kentucky State University entered into a number of collaborative programs and initiatives to increase the quality and access of its offerings, consistent with the objectives of HB 1. KSU's collaborative programs are reflected on the chart on page 134. Other significant partnerships include:

- Articulation agreements with the medical, dental, and engineering schools at UK, as well as the medical and dental Schools at UofL.
- An agreement with Murray State University to strengthen KSU's bachelor of arts in public administration program.
- A Memorandum of Agreement between KSU and Vanderbilt University to enable students to spend the first three years of their college career at KSU in a liberal arts program of study with a concentration in the area of

mathematics or science and the remaining two years at Vanderbilt in one of its engineering programs.

- An agreement for an engineering program with the University of Maryland designed as a typical five-year, two-degree program. The University of Maryland will admit and classify as a junior or senior a student who has fulfilled the requirements of the three-year program at KSU and all other requirements of the agreement.
- A memorandum of agreement between KSU and Florida A&M University (FAMU) for the dual degree program in engineering and physics and engineering and science. A minimum of three years of study will be completed in applied mathematics at KSU, and a minimum of two years of study for the remaining requirements for the baccalaureate degree in an engineering discipline will be completed at the College of Engineering at FAMU. After successful completion of the first year of the program at FAMU, the student will be eligible to receive the bachelor of science degree in applied mathematics from KSU.
- Arrangements with Lexington Community College, Jefferson Community College, and Maysville Community College, as well as Simmons Bible College in Louisville and Cynthiana, to offer KSU degrees and courses to their undergraduates.
- Work with the Governmental Services Center to design courses and programs to provide educational opportunities for state government employees.

The most significant initiatives planned for 2003-04 at KSU focus on increasing enrollment, retention, and graduation rates.

Major Initiatives for Next Year

The most significant initiatives slated for 2003-04 focus on increasing enrollment, retention, and graduation rates, which are areas of concern for KSU.

To increase enrollment, KSU will:

- Continue the Summer Bridge Program to provide skill development opportunities for high school students who are academically unprepared for college-level work.

- Strengthen programs such as the Community Outreach Motivational Education Program for minority high school students under-represented in the science, engineering, and mathematics fields; the Transportation Institute for rising ninth- and tenth-graders; the Summer Youth Health Program to introduce eighth- and ninth-grade disadvantaged and African-American students to health care career opportunities; and the Summer Research and Extension Apprenticeship Program that supports 30 students to receive hands-on research and training experiences through a six- to eight-week project development session.
- Enhance overall university marketing strategies and develop more aggressive recruitment initiatives with KSU alumni.
- Increase recruitment efforts in KSU's service region and other areas densely populated by African Americans (e.g., Louisville and Lexington).
- Enhance relationships with middle school and high school counselors and administrators.
- Develop partnerships with regional churches to provide recruitment information directly to youth who attend affiliated churches throughout the state.
- Increase both academic and performance scholarships.

To improve retention and graduation rates, KSU will:

- Revamp the First-Year Experience (FYE) program, strengthen the University Orientation Class (UNV 101), and include freshman convocations with topics addressing academic, social, economic, and cultural challenges.
- Strengthen student support services, such as the Communication Skills Center (CSC) and the Peers Empowering Peers (PEP) program.
- Develop a center for non-traditional students that will provide mentoring and tutorial services.
- Increase evening and weekend course offerings on and off campus to better accommodate students' educational needs.
- Increase online and alternative course offerings through the Office of Community and Distance Education.
- Enhance opportunities for faculty development.

Morehead State University

CPE Key Indicators of Progress

Morehead met its performance goals for:

- Undergraduate enrollment, which increased from 7,268 in 2001 to 7,712 in 2002.
- The six-year graduation rate of bachelor's degree students, which despite decreasing from 45.6 percent in 2001 to 43.8 percent in 2002, remained above the goal.
- The five-year graduation rate of transfer students (three-year average), which increased from 56.6 percent in 2001 to 57.1 percent in 2002.
- Research and public service expenditures per full-time faculty (three-year average), which increased from \$14,579 in 2001 to \$17,953 in 2002.

Morehead did not meet its performance goals for:

- Graduate enrollment, which decreased from 1,759 in 2001 to 1,678 in 2002.
- The retention rate of first-time freshmen, which despite increasing from 75.0 percent in 2001 to 75.1 percent in 2002, remained below the goal.
- The number of community and technical college transfers to Morehead, which despite increasing from 265 in 2001 to 272 in 2002, remained below the goal.

According to the Council's 2001 Undergraduate Alumni Survey:

- 82 percent of Morehead's undergraduate alumni were satisfied with instruction and faculty.
- 67 percent were satisfied with academic and student services.
- 73 percent were satisfied with their preparation for work.
- 60 percent "definitely would recommend" Morehead to a friend.
- An average of 52 percent of Morehead alumni regularly participate in volunteer, charitable, or civic activities.

**According to the 2001 National Survey of Student Engagement
(which assesses undergraduate student experience):**

- First-year students scored Morehead higher than predicted on all five benchmarks: "level of academic challenge," "active and collaborative learning," "student interactions with faculty members," "enriching educational experiences," and "supportive campus environment."
- Seniors scored Morehead higher than predicted on three of five benchmarks— "active and collaborative learning," "student interactions with faculty members," and "enriching educational experiences"—and lower than predicted on the remaining two.
- 26 percent of first-year students and 44 percent of seniors participated in a community-based project as part of a regular course.
- 46 percent of first-year students and 50 percent of seniors reported participating in volunteer work outside of class.
- 31 percent of first-year students and 43 percent of seniors reported that their college experience contributed to their knowledge, skills, and personal development in contributing to the welfare of the community.
- 38 percent of first-year students and 33 percent of seniors reported that their experiences at Morehead contributed to the development of their voting behavior.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2001-02, Morehead showed continuous progress in seven of eight objectives, qualifying for automatic eligibility status (i.e., Morehead was automatically eligible to add new degree programs during 2003). Performance for 2002-03 will not be available until January 2004.

Morehead recently issued its second annual report card measuring progress in meeting the goals and objectives of Kentucky's 2001-2006 strategic plan. The plan focuses on meeting the goals of HB 1.

Additional Institutional Measures

Morehead recently issued its second annual report card measuring progress in meeting the goals and objectives of Kentucky's 2001-2006 strategic plan. The plan focuses on meeting the goals of HB 1.

Additionally, Morehead continues to strengthen its institutional effectiveness. Key achievements in this area include:

- Implementation of a web-based unit planning system that shows how Morehead's strategic plan is operationalized by each academic and administrative support unit, including annual assessments and the tracking of continuous improvement on specific unit objectives and initiatives.
- Annual assessments that measure: the number and effectiveness of collaborative academic agreements with other postsecondary institutions; participation in the KYVU; availability of Internet courses and programs; and access throughout the service region at five extended campus centers.

Program of Distinction

The Institute for Regional Analysis and Public Policy (IRAPP), Morehead's program of distinction, is gaining a national reputation. Highlights of the 2002-03 academic year and plans for next year include:

- IRAPP established a dual degree program (BA/MPA) with the University of Kentucky's Martin School of Public Policy, whose MPA program is ranked in the top 10 nationally. This dual program allows IRAPP students to simultaneously work on their BA and MPA through concurrent enrollment. Two May 2003 graduates were admitted to the program for the current academic year, and two students will apply for fall 2004 admission.
- The Center for Virtual Appalachia (CVA) links users to Appalachian data, resources, history, and culture. In 2002-03, CVA attracted over 4.7 million visitors—a 175 percent increase over the previous period.
- *The Federalism Report* is published quarterly in collaboration with the Center for the Study of Federalism at the Robert B. and Helen S. Meyner Center for the Study of State and Local Government, Lafayette College. This is the official publication of the federalism and intergovernmental relations research section of the American Political Science Association and the International Political Science Association.
- IRAPP received \$3 million in new grants in 2002-03. Six were federal proposals for \$2.8 million; two were state proposals for \$130,116; and five were local government, corporate, and foundation proposals for \$16,655. The average award amount for IRAPP during 2002-03 was \$229,497.

The Center for Virtual Appalachia (CVA) links users to Appalachian data, resources, history, and culture. In 2002-03, CVA attracted over 4.7 million visitors—a 175 percent increase over the previous period.

- IRAPP faculty and staff published numerous scholarly articles, monographs, reviews, and citations. There were 32 published books and articles in 2002-03, and eight scholarly abstracts. Thirty-eight conference presentations were made.
- *The Atlas of Appalachia* will be published by IRAPP with support from WKU, UK, East Carolina University, and Marshall University. The atlas will be released on CD ROM in early 2004 to allow for inclusion of selected 2000 census data; portions will be available on the World Wide Web.
- The Office of Economic Development and Research Outreach will be created as a joint program between Morehead's College of Science and Technology and IRAPP. This effort will connect research and science to the region and provide the type of telecommunications infrastructure necessary to make eastern Kentucky competitive in the information age economy. IRAPP will deploy two weather stations, manage a weather database and archive, and conduct related research of value to the region.
- Community Outreach Partnership Center: Through an award from the U.S. Department of Housing and Urban Development, IRAPP will establish a Community Outreach Partnership Center in January 2004.

IRAPP received \$3 million in new grants in 2002-03. Of these, six were federal proposals for \$2.8 million; two were state proposals for \$130,116; and five were local government, corporate, and foundation proposals for \$16,655. The average award amount for IRAPP during 2002-03 was \$229,497.

Collaborative Programs and Initiatives

Morehead entered into a number of collaborative programs and initiatives to increase the quality and access of its offerings. Morehead's collaborative programs are listed in the chart on page 134; significant community and statewide partnerships include:

- Kentucky Academy for Central and Eastern European Studies: This partnership initiated by Morehead with UK, Murray, KCTCS, and Georgetown College fosters a better understanding of social, political, cultural, and economic perspectives in collaboration with central and eastern European institutions of higher education.
- The College Cadet Program: Morehead initiated a teacher recruitment partnership with KCTCS and ten high schools to offer a dual credit course for students considering teaching as a career.

- **Mathematics and Science Partnership:** The College of Science and Technology, in collaboration with the College of Education, has submitted a proposal to establish a Tiered Mentoring Program in cooperation with the Kentucky Department of Education, the U.S. Forest Service, the East Kentucky Science Center, PRIDE, and 12 public school districts in eastern Kentucky.
- **Commonwealth Educational Opportunity Program:** Morehead collaborated with Hazard Community and Technical College, Southeast Community and Technical College, and Eastern to implement this federally funded program in southeast Kentucky that encourages low-income and first-generation adults to pursue postsecondary education.
- **Partnerships Between Local Schools and Faculty:** The P-16+ Coordinator is helping establish partnerships between local schools and faculty members in arts and sciences as well as education. Forty faculty members participate in area schools through the “Professors in the Schools” fellowship.
- **Appalachian Mathematics and Science Partnership Grant:** Morehead is one of nine postsecondary partners in a five-year, \$22.5 million National Science Foundation initiative to enhance the teaching and learning of P-12 mathematics and science in 51 Appalachian school districts.
- **Freshwater Shrimp Project:** In collaboration with Rowan Technical College and Kentucky State University, Morehead’s agricultural sciences faculty and staff assist the Mt. Sterling Shrimp Cooperative by establishing a demonstration facility at the university farm laboratory.
- **Ohio River Basin Consortium:** This collaborative effort between Morehead, NKU, UK, Murray, and Thomas More College builds relationships between industry, higher education institutions, and government to help solve water-related environmental issues.
- **Reading the River:** This is a multi-university partnership that enhances water quality monitoring, science education, and community involvement in water resources.
- **Space Science Center:** Morehead’s College of Science and Technology collaborated with NASA, NOAA, CPE, Kentucky state government, UK, and the Center for Rural Development to establish the Space Science Center.

Major Initiatives for Next Year

Some of the more significant initiatives planned for next year focus on improving enrollment, transfer, graduation, and retention rates, which are areas of concern for Morehead.

To increase enrollment and access, Morehead will:

- Develop strategies to increase the number of GED graduates and adults pursuing postsecondary education.
- Collaborate with KCTCS and other postsecondary institutions to continue the University Center of the Mountains and other collaborative efforts to increase student access and success.
- Develop more graduate and undergraduate degree programs available through distance learning.
- In collaboration with KYVU, offer the master's in industrial education and technology online. The complete program should be available by fall 2005.
- Develop the registered nurse component of the bachelor of science in nursing to provide content delivery of courses online through the KYVU.

To increase the number of students transferring from KCTCS, LCC, and other universities, Morehead will:

- Develop additional transfer programs with KCTCS and LCC.
- Work with KCTCS and LCC advisers and faculty to keep them informed of transfer agreements and the transfer process.
- Improve student advising on available transfer options and tools.
- Streamline processes for admitting transfer students and evaluating transcripts.
- Implement the Course Applicability System and participate in statewide committee meetings and training sessions.

Next year, Morehead will focus on improving enrollment, transfer, graduation, and retention rates.

To improve graduation and retention rates, Morehead will:

- Continue to implement student support services to increase student academic success, especially through the Center for Teaching and Learning.
- Refine its retention plan to further improve the success of all students, especially minority, transfer, under-prepared, and adult students.
- Develop an articulation agreement with KCTCS to define specifically the courses KCTCS graduates need to take at both a KCTCS institution and Morehead to complete their associate and bachelor's degrees. Explore the possibility of offering the bachelor's degree in business online.
- Develop an MOA with KCTCS to facilitate the transition of applied nursing degree completers to the bachelor's of science degree in nursing.

Murray State University

CPE Key Indicators of Progress

Murray met its performance goals for:

- Undergraduate enrollment, which increased from 7,776 in 2001 to 8,088 in 2002.
- The six-year graduation rate of bachelor's degree students, which increased from 55.0 percent in 2001 to 55.4 percent in 2002.
- Research and public service expenditures per full-time faculty (three-year average), which increased from \$5,348 in 2001 to \$6,057 in 2002.

Murray did not meet its performance goals for:

- Graduate enrollment, which decreased from 1,872 in 2001 to 1,832 in 2002.
- The retention rate of first-time freshmen, which decreased from 77.8 percent in 2001 to 77.0 percent in 2002.
- The number of community and technical college transfers to Murray, which decreased from 326 in 2001 to 317 in 2002.
- The five-year graduation rate of transfer students (three-year average), which decreased from 61.8 percent in 2001 to 60.6 percent in 2002.

According to the Council's 2001 Undergraduate Alumni Survey:

- 85 percent of Murray's undergraduate alumni were satisfied with instruction and faculty.
- 70 percent were satisfied with academic and student services.
- 75 percent were satisfied with their preparation for work.
- 63 percent "definitely would recommend" Murray to a friend.
- An average of 56 percent regularly participate in volunteer, charitable, or civic activities.

According to the 2001 National Survey of Student Engagement (which assesses undergraduate student experience):

- First-year students scored Murray higher than predicted on three of five benchmarks—"student interactions with faculty members," "enriching educational experiences," and "supportive campus environment"—and lower than predicted on "active and collaborative learning" and "level of academic challenge."
- Seniors scored Murray higher than predicted on one of five benchmarks, "enriching educational experiences," and lower than predicted on the remaining four.
- 19 percent of first-year students and 30 percent of seniors participated in a community-based project as part of a regular course.
- 49 percent of first-year students and 52 percent of seniors reported participating in volunteer work outside of class.
- 30 percent of first-year students and 37 percent of seniors reported that their college experience contributed to their knowledge, skills, and personal development in contributing to the welfare of the community.
- 27 percent of first-year students and 32 percent of seniors reported that their experiences at Murray contributed to the development of their voting behavior.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2001-02, Murray showed continuous progress in six of eight objectives, qualifying for automatic eligibility status (i.e., Murray was automatically eligible to add new degree programs during 2003). Performance for 2002-03 will not be available until January 2004.

Ten indicators are used to gauge Murray's progress, each of which is essential to realizing the institution's mission and distinct role in the state's postsecondary system. Murray is equally serious about the specific HB 1 mandate to provide programs of a quality at or above the national average.

Additional Institutional Measures

Ten indicators are used to gauge Murray's progress, each of which is essential to realizing the institution's mission and distinct role in the state's postsecondary system. Murray is equally serious about the specific HB 1 mandate to provide programs of a quality at or above the national average. The following measures, while not exhaustive, focus most directly on promoting increased access and educational opportunity for all citizens in west Kentucky while ensuring a wide array of quality baccalaureate and master's programs:

- Maintain a six-year graduation rate at or above the national average and be among the leading institutions in the Commonwealth with respect to the five-year graduate rate of Kentucky transfer students.
- Enhance collaboration with KCTCS and other institutions and provide more transfer programs with options for distance learning.
- Attract a talented, diverse faculty and a more diverse student body.
- Persist in efforts to maintain or increase Murray's national standing and the percentage of nationally accredited programs. For example, Kaplan's *College Guide* ranks Murray 38th in the nation among all public and private universities for academic quality and affordability.

Kaplan's College Guide ranks Murray 38th in the nation among all public and private universities for academic quality and affordability.

Program of Distinction

The Telecommunications Systems Management program (TSM) is Murray's program of distinction. Some of the highlights of the 2002-03 academic year include:

- Sponsoring a successful national conference in Louisville and hosting a regional conference on economic development entitled “Digital Communities.”
- Providing junior and senior level courses online; initiating an online master’s program; and launching 19 short online courses for professionals in need of re-tooling and training in telecommunications technology.
- Securing over \$500,000 in grants.
- Founding the National Academic Telecommunications Education Association.
- Creating and maintaining the largest telecommunications database in the world (eXroads.com).
- Advising the Economic Development Board of Crittenden County to build an educational training center and working with Madisonville Community College and the Crittenden County School District on the Training Center Curriculum Development Task Force.
- Participating in the *Telehealth Project* to create nine sites in rural Kentucky equipped with diagnostic and communication equipment for use by medical specialists for patient interaction and employee training.
- Providing leadership for the *Connect Kentucky Project* to assess the state’s infrastructure for Kentucky’s new economy.
- Hosting four career days to introduce 200 high school students to career opportunities in information technology fields and establishing a high-tech laboratory on Murray’s campus to support high school students who attend training days and summer workshops.

Murray launched 19 short online courses for professionals in need of re-tooling and training in telecommunications technology through its program of distinction.

Next year, the TSM program will focus on planning and marketing the national conference; promoting the National Telecommunications Association; developing an expanded series of short courses to serve the needs of the telecommunications technology profession; and reviewing and revising the graduate program to respond to recent changes in the industry.

Collaborative Programs and Initiatives

Murray undertook several major collaborative initiatives during 2002-03, many of which resulted in community and statewide partnerships. Cooperative programs are reflected in the chart on page 134. Other highlights include:

Next year, Murray will focus on improving transfer and retention rates.

- Murray signed a letter of intent with the English department at KSU to exchange faculty presentations, enter into shared research initiatives, and provide two graduate assistantships to promising KSU graduates in English and creative writing. A joint program in creative writing will be explored.
- Murray's Department of History is offering a history course on ITV to serve Morehead students. This is a pilot for more widespread cooperation on the master's program in history.
- Murray's Teacher Quality Institute established a dual credit teacher education program that enables qualified high school seniors to take EDU 103 (KCTCS ED 201) in the fall semester and EDU 104 in the spring semester. Madisonville Community and Technical College and West Kentucky Community and Technical College waive tuition for the first course, and Murray provides tuition for the second course.
- The College of Education participates in the Collaborative Consortium for School Leadership with all of Kentucky's comprehensive universities and Union and Cumberland colleges.
- The Kentucky Institute for International Studies and the Department of Modern Languages cooperate with faculty from Kentucky and Tennessee consortium colleges to offer 107 courses to 300 students enrolled in Kentucky schools. UofL, WKU, NKU, ECU, KSU, and Morehead participate, as well as seven independent Kentucky colleges.

Major Initiatives for Next Year

Some of the more significant initiatives planned for next year focus on improving transfer and retention rates, which are areas of concern for Murray.

To increase enrollment and access, Murray will:

- Add Roads Scholars faculty resource teams for 11 middle schools in the nine target districts of the service region to reach out to students and their families at a younger age. The Roads Scholars program, now six years old, provides direct linkages between university faculty teams and individual high schools in the region.

- Pilot a college mentor program with a nearby school district to engage 28 undergraduate students as mentors to at-risk children. Murray will provide a coordinator, transportation costs, and support materials for the pilot project.
- Establish future teacher organizations in area high schools in the region to identify students in underrepresented groups who might become teachers in Kentucky classrooms through the Teacher Quality Institute.

To increase retention rates, Murray will:

- Continue the Residential College Program, the only one of its kind in the Commonwealth.
- Provide incentives for incoming freshmen to become more involved in extracurricular activities through the Passport to Success program, implemented in fall 2003.
- Create an online student advising center and intrusive advising system for at-risk students to provide direct counseling and course planning.
- Establish a series of initiatives to foster informed civic engagement in undergraduates, which contributes to the well being of communities and creates a sense of belonging and purpose.

To increase diversity, Murray will:

- Fund a minority graduate recruiting program to encourage individual colleges to seek out and recruit Kentucky resident minority students into graduate programs and provide them with assistantships.
- Implement a McNair Scholars program with federal funding to create incentives for qualified students from underrepresented groups to pursue the doctorate degree.
- Intensify ongoing efforts to increase diversity among the undergraduate student body, faculty, staff, and administration.

Northern Kentucky University

CPE Key Indicators of Progress

NKU met its performance goals for:

- Undergraduate enrollment, which increased from 11,288 in 2001 to 12,164 in 2002.
- Graduate and first-professional enrollment, which increased from 1,260 in 2001 to 1,579 in 2002.
- The retention rate of first-time freshmen, which increased from 69.0 percent in 2001 to 72.4 percent in 2002.
- The six-year graduation rate of bachelor's degree students, which despite decreasing from 40.5 percent in 2001 to 37.8 percent in 2002, remained above the goal.
- Research and public service expenditures per full-time faculty (three-year average), which increased from \$3,986 in 2001 to \$4,405 in 2002.

NKU did not meet its performance goals for:

- The number of community and technical college transfers to Northern, which despite increasing from 48 in 2001 to 50 in 2002, remained below the goal.
- The five-year graduation rate of transfer students (three-year average), which decreased from 51.4 percent in 2001 to 49.1 percent in 2002.

According to the Council's 2001 Undergraduate Alumni Survey:

- 81 percent of Northern's undergraduate alumni were satisfied with instruction and faculty.
- 62 percent were satisfied with academic and student services.
- 70 percent were satisfied with their preparation for work.
- 58 percent "definitely would recommend" Northern to a friend.
- An average of 50 percent regularly participate in volunteer, charitable, or civic activities.

According to the 2001 National Survey of Student Engagement (which assesses undergraduate student experience):

- First-year students scored NKU higher than predicted on two of five benchmarks—"student interactions with faculty members" and "supportive campus environment"—and lower than predicted on "level of academic challenge," "enriching educational experiences," and "active and collaborative learning."
- Seniors scored NKU higher than predicted on two of five benchmarks—"level of academic challenge," and "active and collaborative learning"—and lower than predicted on the remaining three.
- 17 percent of first-year students and 32 percent of seniors participated in a community-based project as part of a regular course.
- 36 percent of first-year students and 43 percent of seniors reported participating in volunteer work outside of class.
- 19 percent of first-year students and 26 percent of seniors reported that their college experience contributed to their knowledge, skills, and personal development in contributing to the welfare of the community.
- 21 percent of first-year students and 26 percent of seniors reported that their experiences at Northern contributed to the development of their voting behavior.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2001-02, Northern showed continuous progress on eight of eight objectives, qualifying for automatic eligibility status (i.e., NKU was automatically eligible to add new degree programs during 2003). Performance for 2002-03 will not be available until January 2004.

Additional Institutional Measures

Northern has established additional indicators to measure its impact on the state and local economy and its responsiveness to employer and workforce demands. Since 1997, Northern has partnered with 111 businesses and organizations on community and business development projects that made northern Kentucky a more attractive place to

work and live. Measures of Northern's progress in achieving its community and economic development goals include:

Northern has established additional indicators to measure its impact on the state and local economy and its responsiveness to employer and workforce demands. Since 1997, Northern has partnered with 111 businesses and organizations on community and business development projects that made northern Kentucky a more attractive place to work and live.

- Since 1998, over 50 percent of NKU graduates work in the local economy.
- Degrees granted through 2002 in the priority areas for the knowledge economy have increased nearly 27 percent.
- Online programs have been created in nursing (master of science in nursing, post-masters nursing certification, nurse practitioner advancement) and organizational leadership to address worker shortages and student demand.
- In 2002-03, Northern provided general education classes off campus to 1,564 students at 14 different sites, an increase over nine sites the previous year.
- Northern's METS Center, one of the nation's premier facilities for improving organizational performance, provides employers with employee training and learning technology opportunities. METS has provided or brokered 92 training programs, covering diverse areas such as leadership, facilitation, team building, coaching, performance assessment, managing change, process mapping, and others. Over 2,000 employees, representing over 200 employers, have participated. METS also has provided over 4,000 hours of management consulting. The monetary value of these programs and services increased by 314 percent from the prior fiscal year.
- Northern embarked on a new economy development plan with the Campbell County Fiscal Court; the cities of Cold Spring, Highland Heights, and Wilder; the Northern Kentucky Chamber of Commerce; the Tri-County Economic Development Corporation (Tri-ED); and the Northern Kentucky University Foundation (NKUF). The plan focuses on developing the Technology Commercialization Triangle surrounding the university.
- Northern created the Institute for New Economy Technologies (iNET), a program that: facilitates technology business connectivity to the university's technological infrastructure; links new economy industries to the human resources at NKU and Kentucky's postsecondary system; facilitates the development of new educational programs or alternative delivery

models that meet state and regional needs; provides direct faculty consulting services to businesses to assist them with applied research and productivity; and aligns the university's program development with knowledge economy business and industrial growth areas.

- In 2002-03, Northern's Small Business Development Center (SBDC) served 242 clients; provided 39 training programs with a total attendance of 1,040; and assisted clients in creating 172 new jobs and saving 34 jobs. These clients had a combined sales volume of \$10.1 million.
- The University Community Partnership program awarded nearly \$200,000 for collaborative projects engaging NKU faculty and students with a community agency in order to address pressing local issues, such as senior wellness, homeless youths, learning disabilities, student achievement and retention, and community health.
- The Local Government Law Center at Northern handled 150 inquiries for technical assistance to local governments on legal matters and created a web-based pending legislation tracking program to serve new economy technology companies.

Program Of Distinction

Northern's program of distinction is the Center for Integrative Natural Science and Mathematics (CINSAM). Last year, CINSAM offered over 40 outreach opportunities and day camps for local students and teachers that led to over 3,300 contacts between teachers and NKU faculty.

CINSAM has increased significantly the quantity and quality of undergraduate research in the natural sciences and mathematics. This increased productivity is an outgrowth of the faculty support offered by CINSAM, an increase in external grant funding, and the high caliber of CINSAM faculty. Additionally, CINSAM and UK worked on articulation agreements to attract more pre-engineering students at Northern into engineering programs at UK.

Plans are underway to expand outreach activities to schools in the six counties south of NKU, including an increase in summer offerings in science and mathematics for students and a residential field science camp. CINSAM also is working with iNET

CINSAM has increased significantly the quantity and quality of undergraduate research in the natural sciences and mathematics. This increased productivity is an outgrowth of the faculty support offered by CINSAM, an increase in external grant funding, and the high caliber of CINSAM faculty.

(NKU's Institute for New Economy Technologies) to carry out a feasibility study for companies or agencies that could make use of Northern's Scanning Electron Microscopy facilities. A similar facility will be explored to provide greater access to Northern's analytic chemistry instrumentation. In both facilities, undergraduate students will receive an opportunity to assist experienced faculty members in carrying out meaningful work of an industrial nature, which further supports the region's economic growth.

Collaborative Programs And Initiatives

Northern developed a number of cooperative programs as reflected in the chart on page 134. Other partnerships include:

- NKU partnered with UofL to deliver integrative science and math development through a federal grant and a night-time constellation science experience for P-12 and college students during the day through a joint satellite connection in Australia.
- Through a partnership with KCTCS, NKU offered 34 classes in Grant County, 32 of which were general education or developmental classes. A total of 213 students were enrolled. In the coming year, NKU will offer a complete liberal studies associate degree in Grant County.
- Through a partnership with St. Elizabeth's Medical Center, NKU offered nursing classes and an accelerated nursing degree at the hospital.
- Northern partnered with the Cincinnati Museum Center to increase research and teaching opportunities at Big Bone Lick State Park in Kentucky.
- The Institute for Freedom Studies held a workshop for over 100 local history researchers, P-12 teachers, and community organizers. As a result, over 400 P-8 students will benefit from Underground Railroad curricula developed there.
- NKU will establish Freedom-Focused Service-Learning, a partnership with the Institute for Freedom Studies, the Covington Independent School District, the National Underground Railroad Freedom Center, and Literacy in Northern Kentucky. This project will pair NKU students with eighth-graders to complete projects that enhance literacy skills.

- Web-based courses are being developed for entrepreneurship studies and nursing that will serve 75 students.
- NKU will facilitate and provide leadership for planning efforts in Grant and Campbell counties.
- To serve a community need of approximately 150 professionals, four new graduate programs will be developed, including a master's degree in industrial/organizational psychology, a master's degree in liberal studies, and master's degrees in both school and community counseling.
- NKU will develop the Institute for Nonprofit Capacity Building to serve the 2,000 nonprofit agencies in the region. They will be provided with web-based resources, workshops, customized training programs, newsletters, opportunities to network, an annual meeting, and a variety of other services identified as a result of a comprehensive needs assessment.

In 2003-04, NKU will focus on improving transfer and graduation rates.

Major Initiatives For Next Year

Some of the more significant initiatives planned for next year focus on improving transfer and graduation rates, which are areas of concern for Northern.

To increase enrollment, transfer and graduation rates, Northern will:

- Launch an intensive program to recruit, enroll, and retain non-traditional students. Adult students will receive pre-admissions counseling and advising, workshops to help them prepare for a successful college career, and support services to help juggle academic demands with home and work responsibilities.
- Coordinate efforts across the campus through a P-12 Outreach Council, made up of key academic leaders and staff members. Special attention will be given to serving P-12 students in six rural counties: Grant, Bracken, Pendleton, Owen, Carroll, and Gallatin. A rural county day on campus will attract potential students and their parents.
- Increase its commitment to active learning by increasing support for internship and co-op experiences, providing funding to support undergraduate student research, and expanding service learning. NKU students will be

urged to participate in these active-learning opportunities to enhance both their education and work-related experience.

To increase civic engagement, Northern will:

- Participate in a *Get Out the Vote* campaign, a partnership with the *Kentucky Post*. The effort will involve the local media, coordinated communication to voters through their employers, outreach to 18-year-old high school students, and extensive work with NKU students.

Western Kentucky University

CPE Key Indicators of Progress

WKU met its performance goals for:

- Undergraduate enrollment, which increased from 14,135 in 2001 to 15,234 in 2002.
- Graduate enrollment, which increased from 2,444 in 2001 to 2,584 in 2002.
- The retention rate of first-time freshmen, which increased from 77.1 percent in 2001 to 78.5 percent in 2002.
- The number of community and technical college transfers to Western, which increased from 262 in 2001 to 319 in 2002.

WKU did not meet its performance goals for:

- The six-year graduation rate of bachelor's degree students, which despite increasing from 40.8 percent in 2001 to 41.0 percent in 2002, remained below the goal.
- The five-year graduation rate of transfer students (three-year average), which decreased from 58.8 percent in 2001 to 56.4 percent in 2002.
- Research and public service expenditures per full-time faculty (three-year average), which despite increasing from \$25,583 in 2001 to \$27,858 in 2002, remained below the goal.

According to the Council's 2001 Undergraduate Alumni Survey:

- 81 percent of Western's undergraduate alumni were satisfied with instruction and faculty.
- 64 percent were satisfied with academic and student services.
- 71 percent were satisfied with their preparation for work.
- 57 percent "definitely would recommend" Western to a friend.
- An average of 58 percent regularly participate in volunteer, charitable, or civic activities.

According to the 2001 National Survey of Student Engagement (which assesses undergraduate student experience):

- First-year students scored WKU higher than predicted on three of five benchmarks—"active and collaborative learning," "student interactions with faculty members," and "enriching educational experiences"—and lower than predicted on "level of academic challenge" and "supportive campus environment."
- Seniors scored WKU higher than predicted on one of five benchmarks, "enriching educational experiences," and lower than predicted on the remaining four.
- 25 percent of first-year students and 37 percent of seniors participated in a community-based project as part of a regular course.
- 48 percent of both first-year and senior students reported participating in volunteer work outside of class.
- 24 percent of first-year students and 39 percent of seniors reported that their college experience contributed to their knowledge, skills, and personal development in contributing to the welfare of the community.
- 30 percent of first-year and 20 percent of senior students reported that their experiences at WKU contributed to the development of their voting behavior.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2001-02, WKU showed continuous progress in six of eight objectives, qualifying for automatic eligibility status (i.e., WKU was automatically eligible to add new degree programs during 2003). Performance for 2002-03 will not be available until January 2004.

Western has a fully articulated and integrated strategic planning process that includes online departmental action plans, as well as an annual planning report measuring progress on 77 major performance indicators.

Additional Institutional Measures

Western tracks additional indicators of progress toward HB 1 goals, the most significant of which are:

- A fully articulated and integrated strategic planning process that includes online departmental action plans, as well as an annual planning report measuring progress on 77 major performance indicators.
- Graduating Student Surveys (both undergraduate and graduate) that gauge graduates' satisfaction levels with academic programs and student support services and facilities.
- The University Assessment Program that assures all programs and services are regularly and systematically assessed in terms of demonstrable outcomes and program improvements. This comprehensive assessment project is under the direction of a university assessment coordinator and a university assessment committee.
- The Academic Program Review process that provides for a systematic and ongoing review of academic programs by a peer faculty committee, with the goal of ensuring high quality in all WKU programs. Western's fully articulated review process and criteria have been adapted by several other universities in Kentucky.
- Local versions of student engagement surveys that focus on specific departments and programs.
- Results on the teacher certification exam and ratings on Kentucky's Quality Performance Index Report. In 2002-03, WKU graduates scored 99 percent on PRAXIS II, and WKU received an overall rating of excellent on the QPI.

Programs of Distinction

Western has two programs of distinction supported by the Council's Regional University Excellence Trust Fund—the School of Journalism and Broadcasting and the Applied Research and Technical Program.

The School of Journalism and Broadcasting consistently earns high national rankings and recognition. The *College Heights Herald* recently won both the Pacemaker Award from the Associated Collegiate Press and the Gold Crown Award from the Columbia Scholastic Press Association—the "Pulitzer Prizes" for college newspapers. The photojournalism program won first place overall in the prestigious William Randolph Hearst Intercollegiate Photojournalism national competition. In 2002-03, Western's forensics team earned both national and international recognition in an unprecedented sweep of all the major collegiate speech and debate championships: The National Forensic Association title, the American Forensic Association National Individual Events Tournament, the International Forensic Association Tournament, and the Delta Sigma Rho—Tau Kappa Alpha National Tournament.

The Applied Research and Technical Program (ARTP) engages more than 400 students per year in world-class research opportunities to address societal problems. Major activities include:

- Partnering with the National Park Service/Mammoth Cave to establish a Center for International Science and Learning, which conducts projects dealing with the educational endeavors, and natural and cultural management of parks.
- Hosting the International Conference on Karst Hydrogeology and Ecosystems, a four-day conference at WKU and Mammoth Cave National Park. The conference, the most significant scientific Karst meeting held anywhere in the world in 2003, enabled numerous students to interact with leading scientists from 16 countries.
- Securing a \$2 million grant to fund a new Environmental Control Technology Laboratory, a collaboration of WKU, East Kentucky Power Cooperative, and the National Energy Technology Laboratory.

The School of Journalism and Broadcasting at WKU consistently earns high national rankings and recognition. The College Heights Herald recently won both the Pacemaker Award from the Associated Collegiate Press and the Gold Crown Award from the Columbia Scholastic Press Association—the "Pulitzer Prizes" for college newspapers.

- Collaborating with UK on the Kentucky SPACE Program (Student Payload to Altitude Comprehensive Experience), which involves 43 students and six faculty members in a multidisciplinary project to develop an inflatable glider capable of flying in the atmosphere of Mars.
- Outfitting and staffing a mobile van that provides training and emergency services to industries in the event of chemical spills or other biohazards.
- Monitoring mercury emissions from coal-fired power plants in order to help them meet upcoming mercury emission standards from the EPA.
- Contributing to a unique consortium (including Western's Center for Water Resource Studies, the U.S. Geological Survey, and the Armed Forces Institute for Pathology) to assist two Chinese universities in implementing solutions to public health problems in China.
- Establishing an exchange program with South Africa to involve students and faculty in studying and aiding the protection of endangered South African wildlife.

Collaborative Programs and Initiatives

Collaboration with other Kentucky postsecondary institutions and P-12 schools has increased the quality and quantity of Western's academic offerings. Collaborative programs appear on the chart on page 134. Other highlights include:

- WKU actively participates in state literacy partnerships; the study of the implementation of an early reading grant and its effect on student achievement; the Kentucky Adult Education Literacy Institute for instruction and research related to adult literacy; the Kentucky Reading Project; and the Collaborative Center for Literacy Development. Western also partners with local schools and agencies in the Warren County Literacy Task Force.
- Western participates in Kentucky BRIN (Biomedical Research Infrastructure Network), funded through a National Institutes of Health grant, and developed as a collaborative effort of 12 Kentucky institutions. The Kentucky BRIN network focuses on basic science and biomedical research, particularly in the areas of genomics and bioinformatics.

- Western participates in national consortia to advance the quality of teaching and learning in P-12 schools through the SREB's University Leadership Development Network, a consortium of 12 universities committed to designing effective and accountable school leadership programs. Western also participates with a group of eleven universities operating under a grant to oversee the Renaissance Teacher Quality Title II Project, which aims to improve teaching quality by holding partners accountable for the impact of teacher graduates on student achievement.
- WKU, along with seven other universities, is a member of the Southern Appalachian Mountains Cooperative Ecosystem Studies Unit, which works with federal land management, environmental, and research agencies to provide responsive technical assistance, continuing education, and cost-effective research programs to resource managers. Western has also collaborated with Mammoth Cave National Park to develop an Environmental Learning Center at the park.
- Collaborative programs with the Bowling Green Housing Authority enable university teacher candidates to tutor at the housing authority's after-school learning center. Other collaborations with the housing authority include the Warren County Adult Basic Education Task Force (with the Warren County Schools) and a Business College student group, Students in Free Enterprise, which works with the housing authority to develop entrepreneurial projects.
- Western's Regional Science Resource Center, housed at the university's community college, collaborates with numerous area school systems, educational institutions, and state agencies to provide active science learning experiences to more than 80 elementary/middle school science teachers and approximately 4,000 elementary and middle school students.
- Western collaborates with the Bowling Green Public Library, Barnes and Noble bookstore, and the Warren County schools on various literacy and literary projects (e.g., Southern Kentucky Book Fest, Black History @ Your Library; On the Same Page).
- Western has joined with the Bowling Green Technical College to establish the Training Alliance of Southern Kentucky (TASK), a unique collaboration that brings one-stop planning and delivery of high-quality training and

educational resources to businesses and industries in south-central Kentucky.

- Western is a partner in the STARBASE project, a consortium of national universities and observatories aimed at involving students, including pre-college teachers and students, in space research opportunities with robotically controlled telescopes, with the ultimate goal of encouraging active scientific research among participants.
- Western's joint engineering programs (with UK and UofL) have established productive collaborations with area industries, which have contributed approximately \$5 million to enhance engineering opportunities in the south-central Kentucky area.

Western will continue to focus on improving graduation rates and will be extremely aggressive in addressing retention goals. Internal program assessment systems focusing on learning outcomes as the key measures of success will be used to ensure quality and improve programs.

Major Initiatives for Next Year

Western will continue to focus on improving graduation rates, including those of transfer students, and will be extremely aggressive in addressing retention goals.

Internal program assessment systems focusing on learning outcomes as the key measures of success will be used to ensure quality and improve programs.

To increase enrollment, graduation, and retention rates, Western will:

- Continue to monitor WKU students' progress toward graduation and work with students in danger of dropping out through the "Taking Aim" program. Western will include transfer students in the program this year to help them continue their studies and complete their degrees.
- Expand and continue the six-week freshman assessment program that provides interventions for at-risk students as part of "Strategies to Increase Student Success," and provide earlier and more aggressive intervention at mid-year for at-risk freshmen.
- Expand the learning communities program, which helps students connect with their university experience in ways that improve learning and increase retention and graduation.

- Promote student engagement, particularly civic engagement, through opportunities such as the American Democracy Project. Engagement projects improve learning, increase students' sense of community, and add to the overall, long-term value of degrees.
- Sponsor a majors fair to help students find a major that is right for them.
- Create a Student Success Center within the Downing University Center, which offers a central location and convenient hours for traditional and non-traditional students. Key components of the center will include tutoring, mentoring, advising, computer help lab, programming, and assessment. The Career Planning Services Center also will be moved to a location in or near the Student Success Center.
- Expand dual enrollment agreements with several area high schools.
- Continue to expand distance learning, primarily web-based courses and programs.
- Continue, and expand if possible, programs aimed at serving at-risk high school students.

To increase diversity, Western will:

- Continue to emphasize the recruitment of students from target counties, particularly through increasing school visits and creating awareness of financial aid opportunities.
- Increase access to postsecondary education through the expansion of WKU's community college and its partnership with Bowling Green Technical College.
- Strengthen partnerships with several school systems in GEAR UP and STLP (Student Technology Learning Program).
- Continue to enhance African Americans' professional advancement in P-12 administrative positions through the Administrative Leadership Institute.

To increase research and public service expenditures, Western will:

- Support and enhance economic development opportunities, particularly through the new Division of Extended Learning and Outreach.

Overall, comprehensive universities have made progress in key areas of Goal 4, particularly in enrollment, cooperative programs, and research and public service expenditures per full-time faculty. Work is still needed to improve transfer and graduation rates; several initiatives, in fact, are already underway.

- Increase the number of grants and contracts.
- Continue its involvement in the Commonwealth of Kentucky's New Economy Strategic Plan, particularly through the WKU Center for Research and Development. With its partners, WKU will be actively engaged in nurturing entrepreneurs and assisting emerging growth companies. High-tech fields where the intellectual capital of the university's faculty can be applied will be emphasized.

Conclusion

Overall, comprehensive universities have made progress in key areas of Goal 4, particularly in enrollment, cooperative programs, and research and public service expenditures per full-time faculty. Work is still needed to improve transfer and graduation rates; several initiatives, in fact, are already underway. Next year, the Council will evaluate the role of the comprehensive universities, including a review of institutional mission statements and performance goals, to ensure alignment with statewide goals.